



Tahatai Coast School Attendance Management Plan

Date Approved by Board: Tuesday, 2nd December, 2025.

Next Full Review Date: Term 4, 2028

At Tahatai Coast School we recognise the importance of regular attendance to help our students achieve their educational potential.

Our attendance procedures ensure students are accounted for during school hours. This allows school staff to identify and respond to student attendance concerns.

We have a stepped attendance response (STAR) to ensure we are able to identify students and offer appropriate interventions at the thresholds to support students to return to regular attendance.

We have an annual target for student attendance and work with students, parents and caregivers, staff and external agencies, where necessary to improve our levels of student attendance.

Board of Trustees Strategic Priorities and School Targets

[Insert BoT strategic objectives in relation to attendance from 2026 Annual Plan]

The Government target is that 80% of ākonga/students will be regularly attending school by 2030. Regular attendance is at least 90% of the time and equates to a child missing fewer than 5 days across a term.

Data from the Ministry of Education (MOE) 'Every Day Matters' (EDM) reports from 2025, shows the following for Tahatai Coast School:

- Term 1 - 80% of ākonga attended school regularly and 76% of ākonga were arriving on-time regularly (i.e. over 90% of the time).
- Term 2 - 73% of ākonga attended school regularly and 75% of ākonga were arriving on-time regularly (i.e. over 90% of the time).
- Term 3 - 53% of ākonga attended school regularly and 92% of ākonga were arriving on-time regularly (i.e. over 90% of the time).

Based on this data provided above by the MOE, the Education Review Office (ERO) attendance targets set on eTAP (Tahatai Student Management System - SMS), and weekly monitoring of attendance data, the

following target has been set for attendance in 2026. Please note: New targets will be set and communicated to the school community before the beginning of the new school year.

Focus Area	Target	Rationale
Attendance Target	<u>2026</u> Achieve 75% Regular Attendance (attending 90% or more of the time) by the end of the 2026 academic year.	Working towards aligning with the Government's national attendance goal of 80% of ākonga attending Tahatai at least 90% of the time and ensuring maximum student opportunity and well-being.

Board of Trustees Attendance Responsibilities

The Tahatai Coast School Board of Trustees (BoT) is responsible for taking all reasonable steps to ensure that the school's students attend the school when it is open for instruction.

The BoT will comply with the provisions in the legislation in relation to student attendance by:

- having a commitment to support students return to regular attendance
- having processes and procedures in place to support a Stepped Attendance Response (STAR) to student absence that uses data-based thresholds to identify students
- recording all absences, and responding accordingly
- having an effective method in place for identifying and monitoring student absence, including identifying patterns and barriers to student attendance
- publishing this attendance management plan on the school's website.

Principal's Attendance Responsibilities

The Tahatai Coast School Principal is responsible for:

- developing and implementing a STAR attendance response aligned with the thresholds to support student attendance
- ensure that student absence is investigated, responded too and the recorded actions taken are aligned with the thresholds
- ensure all students, whānau and staff understand the processes and procedures that support student attendance
- report to the board on any trends, barriers to attendance and interventions being used to support student attendance.

Procedures/Supporting Documentation

Attendance Management Procedure (AMP) - Stepped Attendance Response (STAR) - See below.

The Tahatai Coast School policies and procedures for attendance can be accessed via SchoolDocs (<https://www.schooldocs.co.nz/>)

Username: Tahatai

Password: coast

Monitoring of Attendance

The Deputy Principal will maintain reporting of daily attendance data.

The Tahatai BoT will receive termly attendance reporting that includes information provided by the MOE EDM report. Included in this reporting will be any emerging trends, barriers to attendance, and areas of concern for the BoT's consideration.

Legislative Compliance/Legislation

Education and Training Act 2020

<https://www.legislation.govt.nz/act/public/2020/0038/latest/lms170676.html>

Education and Training Amendment Act 2025

<https://www.education.govt.nz/our-work/information-releases/issue-specific-information-releases/education-and-training-amendment-bill-no-2>

Education Attendance Management Plan Regulations

<https://www.education.govt.nz/education-professionals/schools-year-0-13/attendance/attendance-management-plans>

Attendance Management Procedure - Stepped Attendance Response (STAR)

Tahatai Coast School recognises the importance of regular attendance to help our ākonga achieve their educational potential. Our attendance procedures ensure ākonga are accounted for during school hours and allows school staff to identify and respond to student attendance concerns.

We have a stepped attendance response to ensure we are able to identify students and offer appropriate interventions at the thresholds to support students to return to regular attendance. We have annual targets for student attendance and work with students, parents, caregivers, whānau, staff and external agencies, where necessary to improve our levels of ākonga attendance.

Parent/Caregiver/Whānau Responsibilities

The parents/caregivers and whānau of ākonga at Tahatai Coast School have the responsibility to:

- ensure their child/ren attend school every day they are able to
- reinforce good attendance habits
- be open in communication with the school
- work with the school by following the school's attendance management plan and the associated attendance policies and procedures.

School Responsibilities

Tahatai Coast School has the responsibility to:

- communicate clearly to parents/caregivers and whānau on attendance expectations on enrolment, at the start of the school year and each term
- communicate to parents/caregivers and whānau what steps the school will take if their child/ren are absent from school
- monitor student attendance
- Report attendance data to all parents/caregivers and whānau at the mid and end of each school term.

School Procedures for Absence

- The Principal will appoint staff and delegate duties, so as to manage the recording of electronic student attendance on eTAP and the follow-up procedures for non-attending ākonga.
- Office staff with duties associated with the Tahatai Coast School attendance system will support kaiako/teachers to maintain accurate up-to-date attendance information.
- Classroom kaiako are responsible for recording ākonga attendance for their class each half day.
- Classroom kaiako will mark attendance using the MOE attendance codes no later than 5 minutes after 8:40am and 1:55pm so that office staff can take the relevant action. Relievers will send a paper roll to the office. These are found in the class reliever folder and classroom file in the staffroom.
- Classroom kaiako have the responsibility for maintaining accurate and up-to-date records on eTAP and supporting the attendance systems. They will also monitor and follow-up on lateness and other attendance issues.

- Parents/Caregivers and whānau will receive student attendance data and relevant information via emails sent from eTAP at the midpoint and end of each school term.
- Outside agencies will be used as appropriate to support attendance.
- Ākonga will be identified in-line with the STAR framework thresholds and the follow-up response actions will be tailored to the reasons for absence. See these detailed response actions in the Tahatai Coast School Stepped Attendance Response Activities (STAR) below.
- The Deputy Principal will meet weekly with a designated office member to analyse attendance data from eTAP, monitor ākonga attendance over time and identify the actions taken in relation to the STAR thresholds below.
- Patterns of attendance and specific interventions being used will be evaluated termly by the school's senior leadership team and office staff to review the outcomes and effectiveness of these interventions.
- Any action taken can be considered at any STAR threshold and all actions taken will be recorded in eTAP.

School Procedures for Lateness

An ākonga is late to school when they arrive more than 5 minutes after the 8:40am bell.

- All ākonga that arrive late will sign-in using Vistab in the school office
- If an ākonga goes directly to the classroom, the kaiako will send the child to the school office to sign-in. This ensures all children are accounted for in eTAP.
- Kaiako will send an email to the parents/caregivers and whānau of an ākonga that is consistently late to school (2 or more days in any given week), outlining their concern and importance of being on time (settling into school routines/impact on learning). Record action taken and response in eTAP.

Ministry of Education Stepped Attendance Response (STAR) Thresholds

Stepped Attendance Response – STAR



Responding to all absence

The Government's target is for **80% of students to attend regularly**, that is to attend school more than 90% of the time



Tahatai Coast School Stepped Attendance Response Activities (STAR)

Below is the Tahatai Stepped Attendance Response (STAR) for responding to individual student absence. Actions can be taken at any stage and there is no requirement to wait for an ākonga to be identified at a threshold to take action to address non-attendance.

Day-to-Day Attendance Operations		
Activities	Practice, Actions and Notes	Responsible Staff
Communication with Parents	<p><u>Attendance Expectations</u> AMP shared with parents/caregivers on enrolment of new ākonga and stepped responses are clearly explained. AMP can also be accessed on our school website.</p> <p><u>Impact on Achievement</u> At Horoipia Assessment and Whānau Hui (2 x per year) discuss the impact of non-attendance, if relevant, on a child's achievement using the STAR thresholds as guidance.</p> <p><u>School Communications</u> Use enrolment forms, newsletters and school Facebook page to communicate school wide attendance against the school attendance goal/s and to communicate positive messaging in regards to 'good attendance' (Green - STAR).</p> <p><u>Regular Attendance Letters</u> All parents/caregivers and whānau will receive a letter each mid and end of term that outlines the importance of 'good attendance' (Green - STAR) and the percentage of attendance the ākonga has at that point in time. These are sent automatically using eTAP (Letter 1 on eTAP).</p>	<p>Deputy Principal Assistant Principal - Transition Office staff</p> <p>All kaiako</p> <p>Principal Deputy Principal</p> <p>Deputy Principal</p>

<p>Following-up Daily Absences</p>	<p><u>Office</u> If an ākonga is absent and we have not been notified, a parent/caregiver can either leave a message on the absentee phone line or by texting the absentee mobile phone. At 9:00am, the office staff send an absentee alert to the parents/caregivers of any unexplained ākonga/student absences.</p> <p><u>Deputy Principal and Designated Office Member</u> Immediately phone parents/caregivers and whānau if there are repeated absences of three or more days, or if there are concerns due to trends and patterns in absence. This will be recorded on eTAP.</p>	<p>Office Staff</p> <p>Deputy Principal Designated Office Staff Member</p>
<p>Minimise Disruptions to Learning</p>	<p>The BoT, Whānau Leaders, Senior Leaders and kaiako prioritise school hours to be for learning and minimise any possible disruptions.</p>	<p>Board of Trustees Whānau Leaders Senior Leadership Kaiako</p>
<p>Being Proactive in our Approach</p>	<p><u>Proactive Approach</u> Know the child, whānau circumstances, underlying causes of absence due to health needs, culture and take a proactive approach to attendance. How can we make a difference? What are the underlying reasons behind non-attendance? Does a child need help getting to school? Does a child have a school uniform, food and learning materials for the school day? Supporting whānau to remove any possible barriers to attendance at school. Incentivise attendance, e.g. shopping vouchers for significant improvement in attendance, 'pizza party' each term for the highest percentage of Good Attendance (Green on STAR below).</p>	<p>All Classroom Kaiako Whānau Leaders Office Staff Senior Leadership Learning Assistants The School Outside Agencies & Groups</p>

	<p><u>Environment</u> Being responsive and timely when dealing with any behavioural concerns, e.g. bullying, that impede on a child's attendance (removing barriers). Support whānau and ākonga to feel safe and to have a genuine sense of belonging in our kura. While maintaining high expectations for academic achievement, balance is needed with the development of the social, emotional, mental and physical well-being of ākonga.</p>	<p>Senior Leadership All classroom kaiako Whānau Leaders</p>
<p>Escalate Attendance Issues as Needed</p> <p>Develop Support Plans</p> <p>Involve other Services, Consider Referral to Attendance Services.</p>	<p>Seek more support as needed. School staff are encouraged to escalate issues according to these procedures. If you are unsure, please discuss with anyone in the Senior Leadership Team.</p>	<p>All staff as appropriate.</p>

<p>Good Attendance Ākonga missing fewer than 5 days across a term (over 90% attendance)</p>		
<p>Activities</p>	<p>Practice, Actions and Notes</p>	<p>Responsible Staff</p>
<p>Communicate daily with parents/caregivers and whānau if a child is absent</p>	<p>Identify all student absences and follow-up to confirm the reason for absence. If an ākonga is absent and we have not been notified, a parent/caregiver can either leave a message on the absentee phone line (07 572 4600) or text the absentee mobile phone (027 878 2462). At 9:00am, the office staff send an absentee alert to the parents/caregivers of any ākonga/student with an unexplained absence.</p>	<p>Office Staff</p>
<p>Maintain contact details</p>	<p>Maintain up-to-date contact details for all ākonga/students, including an address for all</p>	<p>Classroom Kaiako and Office Staff</p>

	school whānau.	
Report regularly to all parents/caregivers and whānau on the attendance of their child	Send an email with attendance information and current attendance percentage via eTaP at the mid and end point of each school term (Letter 1 on eTAP).	Deputy Principal
Celebrate Good Attendance	Messaging to ākonga and whānau in school newsletters, assemblies, Facebook page and in class to reinforce the importance of regular attendance and to celebrate good attendance (over 90%). Initiatives will be used to incentivise good attendance such as a classroom 'pizza party' for the class each term that has the highest rate of attendance in this threshold.	Senior Leadership Team Classroom Teachers

All absences need to be followed up to ensure the correct attendance code is recorded against the absence.

Worrying Attendance

Ākonga absent for between 5 & 9 days across a school term (more than 80% and up to 90% attendance)

Activities	Practice, Actions and Notes	Responsible Staff
Contact parents/caregivers and whānau to discuss reasons for absence and impact on learning	After 5 days in a term, send email via eTAP to parent/caregiver (Letter 2 on eTAP). Phone contact to be used if this is not the first time the ākonga has met this threshold. Follow-up to be within 2 school days of meeting the threshold. Record all actions taken in eTAP.	Classroom Kaiako (Any concerns of next steps can be discussed with the Deputy Principal).
Support ākonga to catch-up on any missed learning where required	Identify missed learning and consider setting activities to bring the ākonga back up to speed.	Classroom Kaiako

Use in-school resources as appropriate to remove barriers	Contact a Senior Leadership Team member if barriers identified could be assisted with by the school. Parents/Caregivers and ākonga provided with resources. Consider access to school uniform, food, stationery items and access to outside agencies/groups.	Classroom Kaiako Senior Leadership Team
Monitoring	Whānau Leaders will monitor attendance in this threshold for their whole Whānau year group. If there are any concerns and/or attendance moves into concerning or very concerning attendance, the Deputy Principal will be notified immediately. All actions will be recorded on eTAP.	Whānau Leaders
Investigate the reasons for this absence and if there is a pattern across the year consider actions listed at higher thresholds. Record all actions taken to address non-attendance in eTAP. For ākonga that have progressed from having a higher absence percentage, provide feedback on the positive improvement in their attendance to both ākonga and parents/caregivers.		
Concerning Attendance Ākonga absent for between 10 & 14.5 days across a school term (more than 70% and up to 80% attendance)		
Activities	Practice, Actions and Notes	Responsible Staff
Contact parents/caregivers to escalate concerns	Contact with parent/caregiver via email, telephone call and/or home visit. The Escalated Formal Notification letter has to be sent or given to parents/caregivers (Letter 3 on eTAP). Record actions in eTAP. If there is no action taken due to individual circumstance - record in eTAP	Whānau Leaders Deputy Principal
Hold meeting with parent/caregiver to analyse reasons for absence	Arrange a meeting including parents/caregivers and any other relevant people, if appropriate.	Whānau Leaders Deputy Principal

Develop and implement a support plan tailored to the reasons and circumstances around the child's absence	Use the Attendance Support Plan Template on eTAP to develop a support plan for the ākonga/student. These must be printed and shared with parents/caregivers. They will be saved on eTAP. All parties are provided with the support plan and are accountable for their part.	Whānau Leaders Deputy Principal
Use in-school resources as appropriate to remove barriers	Contact a Senior Leadership Team member if barriers identified could be assisted with by the school. Parents/Caregivers and ākonga provided with resources. Consider access to school uniform, food, stationery items and access to outside agencies/groups.	Classroom Kaiako Senior Leadership Team
Request support if needed	Discuss with the Deputy Principal and Assistant Principal (SENCO) what further supports are available.	Classroom Kaiako Whānau Leaders
Investigate reasons for this absence and if there is a pattern across the year consider actions at red STAR threshold (below). Record all actions in eTAP.		
Very Concerning Attendance Ākonga absent for 15 days or more across a school term (70% attendance or less)		
Activities	Practice, Actions and Notes	Responsible Staff
Contact parent/caregiver to escalate concerns	Contact with parent/caregiver via email, telephone call and/or home visit. The Warning notice letter has to be sent or given to parents/caregivers (Letter 4 on eTAP). These will be saved on eTAP.	Deputy Principal to organise. Principal with name on letter.

	Record actions in eTAP. If there is no action taken due to individual circumstance - record in eTAP	
Hold meeting with parent/caregiver to analyse reasons for absence	Arrange promptly for a meeting including parents/caregivers and any other relevant people, if appropriate.	Deputy Principal
Develop and implement a support plan tailored to the reasons and circumstances around the child's absence	Use the template on eTAP to develop a support plan. These must be printed and shared with parents/caregivers. All parties are provided with the support plan and are accountable for their part. Take action quickly if expectations are not met.	Deputy Principal
Request support from the Attendance Service or other agencies as needed. Participate in multi-agency response if required.	Refer to the Ministry of Education Attendance Services or other agencies. Support access to services and collaborating with specialists. Before referral - check all previous actions like the support plan are in place. Resources and support will continue to be provided as appropriate. Reintegration plan in place to return ākongā to regular attendance.	Senior Leadership Team
Investigate reasons for this absence. Record all actions taken to address non-attendance in eTAP.		

Attendance Codes

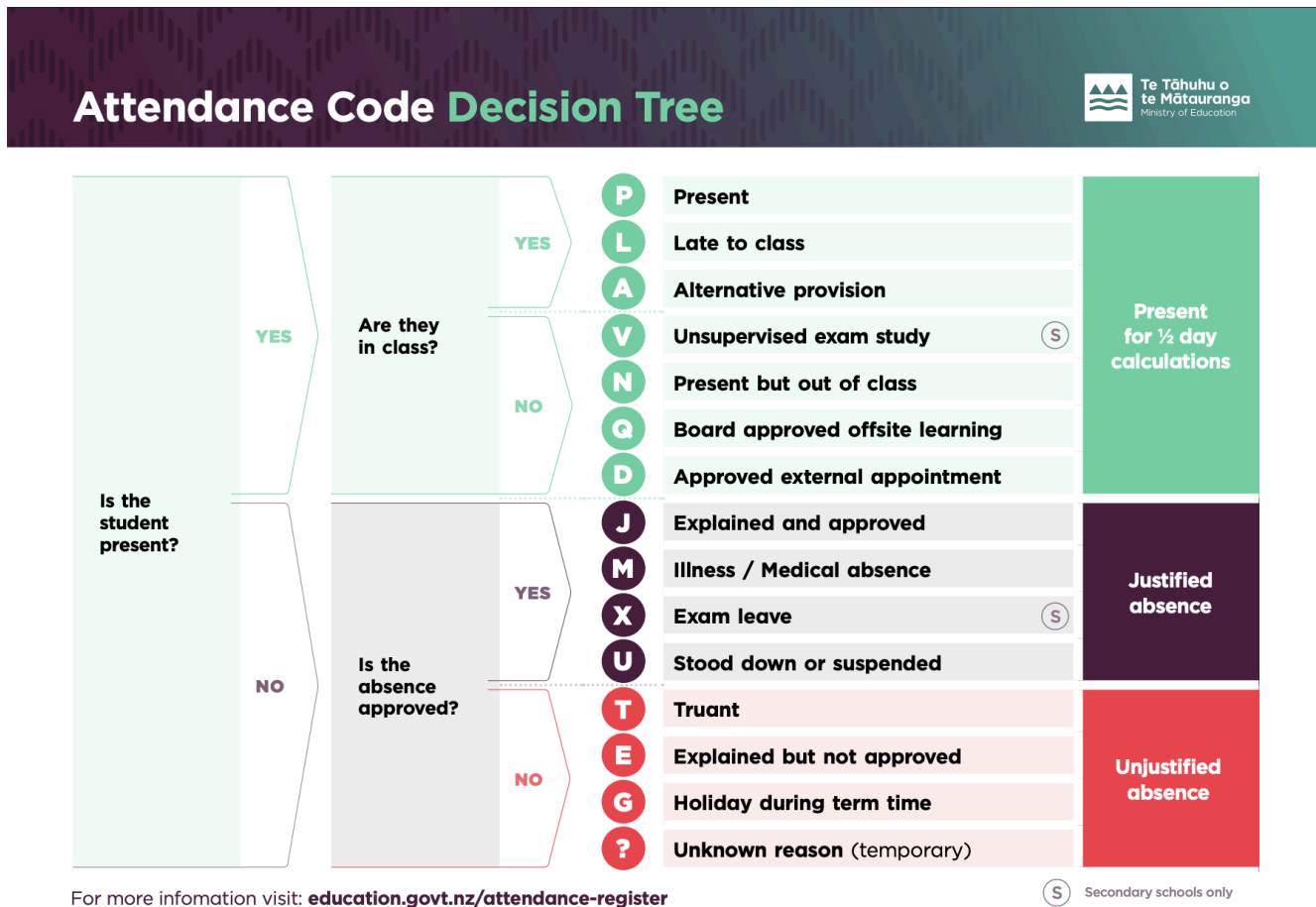
Ministry of Education approved attendance codes are used to record ākonga attendance. The attendance codes and guidance are designed to support schools and the MOE to:

- distinguish between presence, justified absence and unjustified absence
- provide high-level indicators to support monitoring of trends and patterns
- support school attendance activities, e.g. tracking the location of ākonga.

Attendance codes are not intended to record casual factors for absences such as transport barriers, bullying, anxiety or birthdays. It is not practical for codes to record this level of detail. This information is recorded on eTAP by office staff, e.g. type of illness, and exact reason for being absent so the data can be analysed for trends and patterns for an ākonga and the school.

All overseas travel over two weeks during term time has to be approved by the Principal or Acting Principal in writing. The school office has to be notified of any overseas travel less than two weeks in duration.

The following Attendance Code Decision Tree and Attendance Code Descriptions are displayed in each classroom for easy referral to ensure consistency and accurate entry. Application of the attendance codes is based on the following:



Attendance Code Descriptions

Present for ½ day calculations

P Present

Student is present in class. This includes supervised dual tuition with Te Kura.

L Late to class

Student is late to class. Schools set the threshold for lateness (e.g. 10 minutes) in their school policy.

A Alternative provision

Student is present in a Ministry-approved alternative provision, such as a teen parent unit, alternative education, secondary-tertiary program, health school or activity centre.

V Unsupervised exam study ^(S)

Student is present in an examination or unsupervised study where the student is on-site.

N Present but out of class

Student is present but out of class due to an on-site school activity (cultural or sporting event), internal appointment, temporary removal from class, or time in the sickbay.

Q Board approved offsite learning

Student is present in Board-approved off-site learning, including courses, school-organised activities, and work experience.

D Approved external appointment

Student is present but has a medical appointment which is unable to be scheduled outside of school hours (e.g. doctor or dentist and includes travel time) or is participating in court proceedings.

Justified absence

J Explained and approved

Student is absent due to explained and approved reasons (e.g. family emergencies, bereavement, representing in national / cultural events, approved exemptions, or accompanying parents on overseas diplomatic / military postings).

M Illness / Medical absence

Student is absent due to illness or medical reasons, including mental health-related absences (e.g. anxiety).

X Exam leave ^(S)

Student is absent studying offsite preparing for exams. NOTE: Time allocated to this code is not included in Ministry attendance calculations.

U Stood down or suspended

Student is absent due to formal stand down or suspension. This code applies to the period of the stand-down or suspension, excluding the day it was imposed.

Unjustified absence

T Truant

Student is absent without explanation or permission from a parent / caregiver (e.g. skipping class)

E Explained but not approved

Student is absent and the reason provided does not meet the school's policy for a justifiable absence (e.g. a parent states their child didn't want to attend sports day).

G Holiday during term time

Student is absent due to a holiday taken.

? Unknown (temporary)

Temporary code used when the reason for a student's absence is initially unknown. This will be updated once the reason is confirmed.

^(S) Secondary schools only

School policies and procedures support the consistent application of attendance codes.

At Tahatai Coast School:

L = Late

Arriving five minutes after the 8:40am bell

Ākonga must report to the school office and sign-in via Vistab

J = Explained and approved

Absences that are explained and approved by the Principal

E = Explained but not approved

Absences that are explained but not approved by the Principal.

Absence Due to Cultural Responsibilities

To be discussed and negotiated between whānau and Principal.

Extended Absence (Illness and Medical)

Ākonga who are not able to attend school as they are unwell or injured should be recorded as M - illness/medical. This includes short-term hospital stays and rehabilitation programmes if the ākonga is not admitted to a Regional Health School. If an ākonga is engaged with a Health School, then the A -

alternative provision code applies. Extended and recurring illness and medical related absences may require consideration of a wellbeing plan or admission to Health School.

Extended Absence (Overseas - Known Cause)

If an ākonga is absent overseas for more than 15 consecutive weeks in one year, then the ākonga should be recorded as NA - not attending or removed from the school roll and re-enrolled on their return.

Extended Absence (Unknown Cause)

Schools are required to unenroll ākonga if they have been absent for 20 consecutive school days unless the Principal/Acting Principal has been informed that the absence is temporary. At Tahatai Coast School we unenrol ākonga earlier if we have received an ENROL notification that a new school enrolment has been made, or we have been informed that the ākonga is not intending to return (e.g. moving overseas).

Continued Monitoring, Measurement and Review of Attendance

Element	Process	Responsibility
Monitoring Progress	Deputy Principal reports termly to the Board against the 75% Regular Attendance target and provides a breakdown of absence reasons. This will include data from eTAP and the termly Everyday Matters reports from the MOE.	Deputy Principal / Board of Trustees
Reviewing Targets	The Deputy Principal will monitor attendance, access and evaluate the data provided on the school SMS, MOE EDM reports and ERO targets. The Deputy Principal will work with school staff and the BoT to set targets for the following school year.	Deputy Principal / School Staff / Board of Trustees
Measuring Success	BoT annually assesses the impact of the AMP using ERO (Education Review Office) attendance definitions and data from eTAP.	Board of Trustees
Reviewing the Plan	The AMP will be formally reviewed by the Board at least once every three years, and following any major regulatory changes or significant sustained shift in school attendance data. Next Full Review Date: Term 4, 2028.	Board of Trustees / Principal

